ZÁPADOČESKÁ UNIVERZITA V PLZNI
FAKULTA PEDAGOGICKÁ

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2023   Jakub Řehula

ZÁPADOČESKÁ UNIVERZITA V PLZNI

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KATEDRA ANGLICKÉHO JAZYKA

FRANCOUZSKÉ VÝPŮJČKY VE VZOROVÝCH TEXTECH URČENÝCH PRO
POKROČILÉ STUDENTY ANGLIČTINY

BAKALÁŘSKÁ PRÁCE

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UNIVERSITY OF WESTERN BOHEMIA PILSEN

FACULTY OF EDUCATION

DEPARTMENT OF ENGLISH LANGUAGE

FRENCH LOANWORDS IN SAMPLE TEXTS INTENDED FOR ADVANCED
ENGLISH LEARNERS

BACHELOR THESIS

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Prohlašuji, že jsem bakalářskou práci vypracoval samostatně s použitím uvedené literatury a zdrojů informací.

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Abstract

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This paper explores the possibility that some areas of language may have been more influenced by the Romance language family over the course of history. By examining the development of the English language and its coping with lacuna (loaning foreign vocabulary to fill the insufficiencies to express one's thoughts and emotions) we can identify certain areas with the highest amount of loaned vocabulary that have become deeply integrated into the lexicon.

Analysing texts used by the English institute of Cambridge, this study tries to demonstrate that several areas are more susceptible to the adoption of words of Romance origin and therefore become more enriched in their lexicon. For instance, due to the usage of French as the standard language among the upper-class and scholars in a certain epoch, the topics of art, fashion and academic field might be more enriched by the searched lexicon.

Keywords: languages of Europe, English, Romance languages, lacuna, loanwords, common vocabulary, etymology

Content

1. Introduction

In today's globalized world, knowing multiple languages can provide a significant advantage. It not only allows individuals to communicate effectively with people from foreign countries but also increases their employability and earning potential, among other benefits (*Five reasons why learning a language can boost your employability*, 2021).

On the other hand, acquiring a new language is far from simple, and every tool that facilitates the process is more than welcome. Recently, this field has become even more popular and highly researched in order to bring innovations and easier ways to achieve the goal. During the learning process, it is important to experiment with numerous techniques and tactics to facilitate learning and search for methods with high potential to contribute to the process.

Students of linguistics and avid travellers may have a strong motivation to make the language acquisition process more efficient and less demanding. When acquiring a relatively advanced level of Romance languages, such as French and Spanish, students may find that a significant portion of the lexicon overlaps with English, either in a similar or slightly altered form. This co-occurrence is made possible through borrowing, which is defined as "the process of speakers adopting words from a source language into their native language" (Kemmer, 2019). English vocabulary has a wide variety of borrowed words, with "over three-quarters of its lexicon being of Classical or Romance origin, taken from over 350 other languages" (Crystal, 2003). The majority of these words are adopted from the French language, which is rooted in Latin, or directly from the Latin language itself.

Mnemonics is a well-known technique for acquiring second language vocabulary. In its second stage "a strong association between target word and the keyword must be constructed, so that the learner, when seeing or hearing the target word, is reminded immediately of the keyword" (Coady & Huckin, 2003). The motivation behind this study was the idea that exposing learners to a text with a high proportion of loanwords could potentially facilitate learning by using the loanwords of Romance origin in English as a leverage or point of reference for acquiring new vocabulary in second language acquisition.

This work is dedicated to the phenomenon of borrowing to determine whether there are areas that are significantly more influenced by Romance languages. One possible method to confirm or disprove this hypothesis is to analyse texts from standardized topics used at the advanced level of the English language, which will be the focus of this project.

The work starts with a brief introduction of the historical background upon which the research is built. Subsequently, a discussion and presentation of the chosen materials, methods, and tools is included, as well as a statement of the initial hypothesis based on the previous information. Finally, the analysis is conducted, and the results and commentary are presented.

I acknowledge that the scope of this work is not sufficient to be considered fully-fledged academic research. However, my intention is to share this idea and create a foundation for further research on the topic in the future.

2. Theoretical background

To introduce this research in the field of etymology, the historical and evolutionary background of English and French are explained. This chapter covers the basic knowledge required to comprehend the research and its foundations. Understanding the movements of tribes and civilizations across the Eurasian continent provides a broader view of the development of the current language as we know it today. The following pages convey the information relevant to the research to be conducted in the next chapter.

Firstly, the genetic classification of English and French is briefly presented to display the branching system of the languages across the Eurasian continent. Their relations, which are particularly close in this case, are also explained. This includes the evolution and development of the languages before they were branched from a common root into clearly defined English and French.

Secondly, the etymology classification is established by describing the types of origin and development of the lexicon. The section is dedicated to the historical context that connects all of the aforementioned knowledge. This helps with understanding of how and why these changes might have happened in the course of history.

2.1. Genetic classification

In linguistics, two kinds of classification of languages are practiced: typological and genetic (or genealogical). The purpose of genetic classification is to group languages based on their degree of diachronic relatedness. The name of this classification is derived from Ancient Greek words δια- "through" and χρόνος "time". This approach refers to language families that arise through descent with modification from a parent language. Genetically related languages, or sister languages, are later forms of a single common parent language, called a proto-language (Thomason & Kaufman, 2001).

Genealogical classification is a vital in the process of understanding the origin and development of languages. It allows the identification of similarities and differences within languages, providing insights into their development through history and their origin. Within the Italo-Germanic branch, genealogical classification is particularly near, which can provide a common root for those languages to share the same linguistic aspects. This common root creates a strong base for lexicon adoption, making it easier intertwine the new vocabulary into the existing one.

The classification of languages according to their genealogy tree illustrated by Fig. 2 points to the common origin of languages such as Spanish, French, German and English, among others, with their common ancestor being the Proto-European language. This classification helps to identify common roots to explain the similarities between different languages, making it possible to trace vocabulary evolution and its adoption. The Italo-Germanic branch has many characteristics that are common to the aforementioned languages, allowing them to borrow the lexicon from each other.

2.1.2. Indo-European languages

When we use the term Indo-European, we are referring to a family of languages which, by the time of the second millennium B.C.E, were spoken over a large part of Europe and parts of southwestern and southern Asia (Comrie, 2018). The root of those speeches is based on the Common Indo-European language that derived from the Proto Indo-European.

According to Olander (2023), in traditional historical linguistics, a proto-language usually refers to the stage of language immediately before the first linguistic change. The reason to separate them is the substitution in the basic vocabulary, but not considering how elaborate the verbal system is and whether the particular word express cases, tenses, aspects, or moods. As far as the lexicon is cognate, they are considered a uniform entity.

During the gradual migration of the tribes, linguistic changes occurred, and the Indo-European branch began to divide into numerous branches containing closely related languages. As Figure 1 shows, the two languages in question are closely related due to their common origin, which descends from "PSIE" (Proto Surviving Indo-European) and "PNIE" (Proto-Nuclear-Indo-European). The subsequent division resulted in the formation of different language families, including the Romance, Germanic, Slavic, and Celtic languages, among others. Nevertheless, these language families are characterized by their shared vocabulary, grammar, and phonological features.

This work concerns the Italo-Germanic branch of the Indo-European language family. As shown in Figures 1 and 2, even though English and French belong to different branches of the Indo-European language family they are closely related. English is part of the Germanic family, while French is part of the Italic family.

This information is consistent with the work of Pereltsvaig (2015), a renowned linguist who has made significant contributions to the field of historical linguistics.
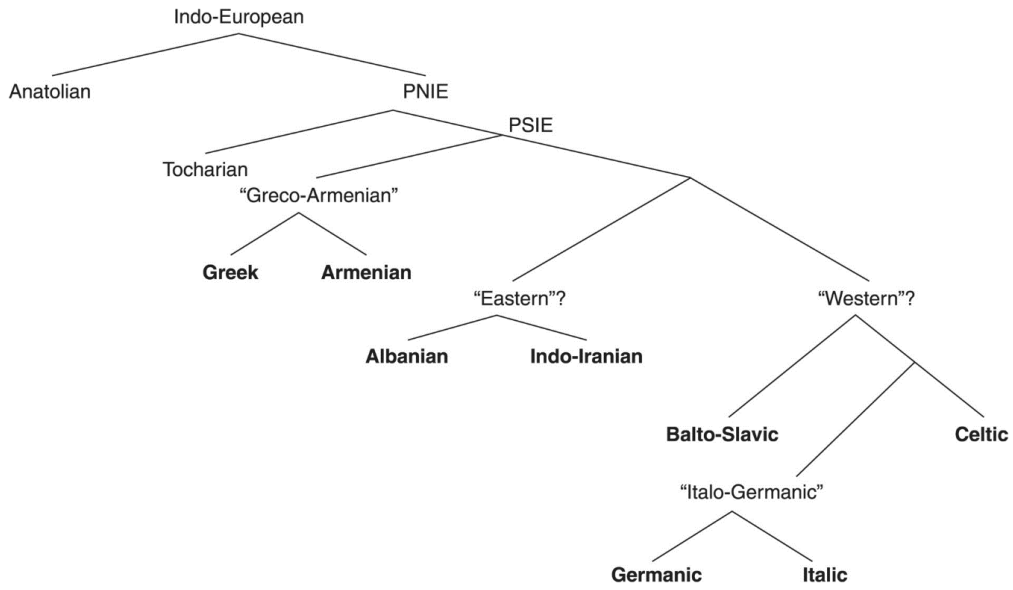
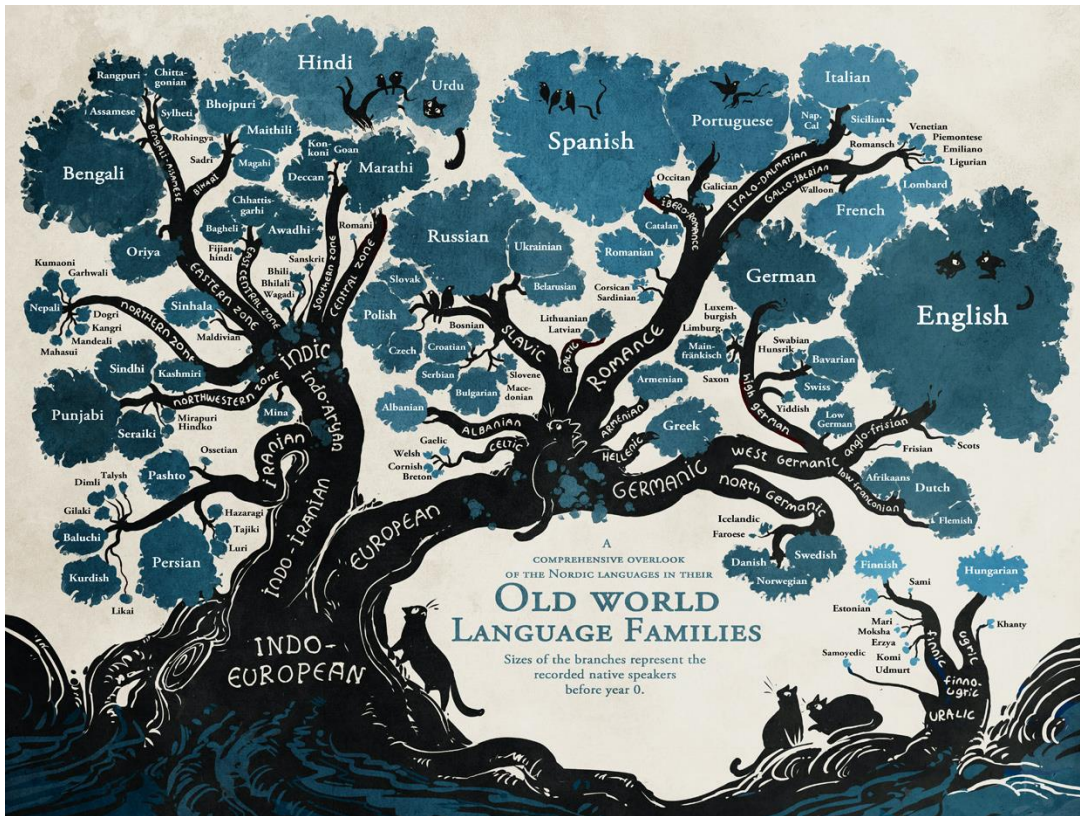*Fig. 1 Indo-European branching system according to Geisler and List (in press)*

Fig. 2 The language families' ramification

2.1.3. Germanic family

English, along with several other languages that linguists refer to as the Germanic language group, developed from a common antecedent known as Proto-Germanic (Durkin, 2009). This group is further divided into three branches: West, North, and East. The West Germanic branch includes English, Frisian (which is quite similar), Dutch, and German, as shown in Figure 2.

The majority of the English lexicon comes from Proto-Germanic, which existed in the territory of modern-day Europe. However, a significant portion of the vocabulary consists of loanwords rooted in Latin, due to historical contexts.

Those are explained in the following chapter, which will be divided into the three main historical periods of English evolution: Old English (OE) from 450 to 1066 CE, Middle English (ME) from 1066 to 1500 CE, and Modern English (ModE) from 1500 CE to the present day.

2.1.4. Romance family

According to Price (1998) French language belongs to the Romance languages, which developed from the Italic family in the era of Roman expansion from Latin as could be seen in Figure 2. His further division is then based on the territory of existence: Gallo-Romance (including French), Ibero-Romance, Italo-Romance, Romansch, and Daco-Romanian.

The evolution of the language is divided into Old French (9 – 13c. CE), Middle French (14 – 15c. CE), Early Modern French (16c. CE), Classical Modern French (17 – 18c. CE), and Contemporary Modern French (from 19c. CE up to the present).

2.2. Historical context

This chapter deals with the evolution of the English and French languages and their mutual influences on each other throughout history. Particular attention is given to the Norman Conquest, Renaissance, and Enlightenment, when the impact of the language lexicon in England was most significant. During the following epochs the language was predominantly influenced by the situation on the continent, as described in the following chapter.

2.2.1. English historical background

The evolution of spoken English began from the fifth century, with the invasions, and eventually creation of the settlements by the tribes of Angles, Saxons, Jutes and Frisians. The spoken language was based on the West Germanic tongue (see figure 1.1.3) though every single tribe retained their proper different dialect. Due to the fact that the languages intertwined with each other, we now refer to it as a single language - Anglo-Saxon or Old English, which is the foundation of English as we know it today.

<u>Old English</u>

According to Venerable Bede, the first English historian, Hengist and Horsa were the earliest Jutes who disembarked in Ebbsfleet on the Isle of Thanet in 449, and eventually settled in Kent in southern Hampshire and the Isle of Wight. The south of the Thames, along with contemporary Middlesex and Essex, was conquered by the Saxons around that time.

The remaining lands of England were subsequently invaded by the Angles, who eventually reached Edinburgh and the Scottish Lowlands in the far north of the country. Even though King Alfred the Great referred to their speech as English, all the studies indicate to the prevention of the unifying the languages of the Jutes, Angles, and Saxons together.

The river Humber acted as a crucial barrier, which separated the area of two newly recognizable distinguished dialect groups: Northumbrian to the north of and Southumbrian, also recognized as Mercian, to the south. At this point in time, there were four unique dialects: Kentish, West Saxon, Mercian, and Northumbrian.

The Northumbrian dialect group dominated throughout the country in the eighth century until the Viking invasion to Lindisfarne in 793, which irreversibly shattered that supremacy. As the result of the first Danish and Norwegian raids, the unaffected Wessex takes over the lead by the end of the 9th century.

The West Saxon dialect was then used in translation of Venerable Bede and in all the famous works of the author Aelfric during the next century. As a result, the West Saxon acquired the status of "standard Old English" which in some parts of the South survived as late as the 14th century.

Middle English

One outcome of the Norman Conquest in 1066 was the equalization of the four Old English dialects. West Saxon faded behind, and London gradually replaced Winchester as the capital of education and culture.

By the end of the 13th century, the ancient Northumbrian is split into Scottish and Northern, and Mercian divides into Eastern and Western. The Saxon becomes South-western and Kentish South-eastern.

Each of the five Middle English dialects followed its own trajectory and evolved its own features. Due to the fact that the Welsh border has been influenced by French and Scandinavian intrusions the least, it becomes the Standard Middle English with the representative of the Katherine Group of writings (c. 1180–1210).

Another outcome of the Norman Conquest was significant appropriation of new loanwords mostly from Normandy and Picardy. The Algevin dominion of Henry II. (1154-1189) then continued with the influence by adding other dialects, particularly Central French and Francien, predominantly in the field of aristocracy. Intact Latin language played its role during this period and was highly used for educational purposes. Thus, English literature was trilingual for three centuries.

Modern English

The change from Middle English to Early Modern English stage was marked by the death of famous writer named Chaucer towards the end of the 14th century. The growth of London English, the development of printing, and the dissemination of the new knowledge connected with the Renaissance were the three major developments of the 15th century.

The Renaissance brought back the restoration of classical learning and served as spiritual rebirth starting in Italy and expanding to England through France. The Greek names are frequently adopted coming in its original form or modified by French that was transferring the knowledge.

Renaissance was a period when the majority of Latin terms were adopted through French or directly from Latin. Latin was no longer restricted to Church Latin; it now encompassed every single area. One of the most significant events is when Jean Colet, the dean of St. Paul's, in the first quarter of the 16th century starts to use Latin for all purposes. For a while, the entire Latin lexicon becomes theoretically English. Adding the Latin equivalents is even giving rise to triplets: different words with the same meaning based in Anglo-Norman, then from Old French, and eventually from Latin. During this period various writers use Latin as a main language for their works including William Shakespeare and even Sir Isaac Newton.

In the 17th century the French language is admired all over the England and there are various attempts to achieve the same accomplishments for English. Thomas Sprat explains in his work that it should be achieved by transforming English into "a close, naked, natural way of speaking; positive expressions; clear senses and native easiness". For this reason, some linguists call this era as a Restoration period. However, the language is again being highly influenced by the Roman languages.

English is considered to reach its full maturity when the books Dictionary and Grammar are published by Samuel Johnson and Robert Lowth respectively as a consequence of the open letter from Jonathan Swift destined to the Earl of Oxford.

Samuel Jonson is giving birth to the official Dictionary of English language which is published in 1755 and subsequently revised and enlarged in 1818 by Archdeacon Henry John Todd and by Robert Gordon Latham in 1866.

In 18th century the Grammar is also undergoing a lot of changes thanks to Joseph Priestley, Robert Lowth, James Buchanan among others. The manuals are being created in numerous editions and no longer serve only in a descriptive manner. Grammarians in this epoch are prescribing how the language should be used and forbid the wrong usage. Usually, without any particular justification as with the example of "you was".

Those changes are followed with the work edited by James A. H. Murray: New English Dictionary on Historical Principles in 1884. He is successively joined by three more writers with the objective to create the best dictionary. The result counts over 15 000 pages and contains 414 825 words. This piece included each word ever used since 1150 to 1500 without the dialect variants. Once revised it enters into the history known as The Oxford English Dictionary in 1933 with a second edition in 1989.

Words were adopted into the language on various occasions and from diverse sources. Romance languages have influenced English significantly throughout its whole history; however, the most significant adoptions were made from one language. The greatest influence of today's English lexicon is contributed to French, sometimes also called by its origin as Vulgar Latin.

According to linguist Anthony Lacoudre (2015) "over 40,000 English words come directly from French and may be understood without orthographical change by French speakers. This means that French speakers may recognize and understand these words without any changes to their spelling or pronunciation."

2.2.2. Influence of Romance languages

The land now known as France was inhabited by various populations thousands of years ago, even before the arrival of Celtic tribes. Indo-European language speakers arrived here as early as the fourth millennium BCE. Evidence of their presence can mainly be observed in river and mountain names, as well as certain terms that have remained in French and English to this day. The tribes began to invade the region of France at the end of the Bronze Age and the beginning of the Early Iron Age.

In 450 BCE, diverse Celtic tribes arrived in the eastern part of the territory. Today's French lexicon contains only a few dozen Celtic phrases, mostly those closely related to the agricultural lifestyle that have also survived in Modern English.

Romanization of Gallia

The Romance languages emerged as a result of the spread of the Latin language in other nations' territories during the Roman Empire's expansion. The Romanization begins with the acquisition of the Gauls' territory of Provence and Languedoc, as the ancient form of French, by Julius Caesar in 121 BCE, and the defeat of Vercingetorix at Alexia in 51 BCE.

The process of Romanization involved the spreading of the Latin language, Greco-Roman culture, religion, and urban lifestyle. Over the first three centuries, Roman emperors Augustus, Claudius, and Vespasian progressively laid the foundation for the complete incorporation of Gauls, the citizens of the region that represents the modern-day France, Belgium, and parts of Germany.

Augustus began by forming armies of Gaul soldiers, and Claudius, who was himself a native of Lyon, extended Roman citizenship to all Gauls. Emperor Vespasian then commissioned the building of the Rhine boundary, which completed his forefathers' work, bringing peace to Gaul and leading to economic expansion and further Romanization of Gallic society.

Those events led to the unification of the Roman Empire and laid the foundation for the Roman conquest of Britain in 43 AD. The attack on the Germanic tribes in England was led by Claudius himself. During this period, the English language was first exposed to

ancient French as a fairly vulgar variation of Latin, which had an influence on its development that can still be seen today.

The phonetic phenomenon of H-dropping can be observed in both French and English. It refers to the practice of dropping the "h" sound at the beginning of certain words, such as "house" and "honour" which is almost universally used in French today. It became common in some areas of England and survived, particularly in London and the Southeast, as a result of Roman oppression for the most extensive period of time.

During this period, the Latin formation of words in the form of affixation, was also adopted. This involves adding prefixes or suffixes to modify existing words, which represents one of the most eminent word formation methods taught in modern linguistics. Many French words that originated from Latin were modified in this way before being adopted into English. This process helped the expansion of the English vocabulary and facilitated the incorporation of words from Romance languages in the future.

During the era of Roman Empire, the Romance languages had a profound influence on English. This influence was represented by the adoption of French words from Gaul tribes, the adoption of H-dropping, and the incorporation of the Latin formation of words through Norman language example. Without the influence of the Roman Empire, English would not be the same language. Its impact can still be seen in spoken as well as written English form we use today.

Old French

A variation of Old French referred to as Franconian was widely spoken across the northern regions of France from the 9th to 14th centuries. This language was brought into England during the Norman Conquest in 1066, which had most probably the most significant impact on the development of English.

The Norman Conquest was led by the William the Conqueror, who invaded and eventually took over the rule of England in 1066. William's army was mainly formed by the Norman soldiers who spoke Old French which was used as the standard language of communication by the time. The raid was successful which resulted in the Old French becoming the language of the ruling class which affected many different aspects of life in England, mainly law and administration. The French-speaking nobility and citizens also

brought with them their own customs and practices, which further influenced regional day-to-day life.

Anglo-Norman was a hybrid language that emerged as a mixture of Old French and English. It was mainly spoken by the ruling and higher classes, particularly in education, legal systems, administration, and literature. Over time, Anglo-Norman became widespread and made its way into the lower classes of society as well, affecting all aspects of life. Many words were adopted into the English lexicon, creating doublets in which words of French origin were gradually prevailing.

French influence has also made its mark on English architecture, especially with the adoption of Gothic structures in buildings and churches, such as those found in Wales. Gothic architecture arrived in England in the mid-12th century and has since been widely used, ranging from huge cathedrals to small local churches. Influenced by Old French designs, Gothic structures reflect the grandeur and elegance characteristic of French architecture.

The influence in literature during this period was also eminent. The English writers with example of Geoffrey Chaucer who was famous for his use of French expressions in his writings, significantly influenced the overall development of Middle English. Chaucer borrowed extensively from French literature and brought in many French words in the process, with his work "Canterbury Tales" being considered the most well-known example of this literary borrowing.

French impact can be observed in the area of art, as France was one of the world's leading countries in this domain at the time. The Bayeux Tapestry is a piece of art originated in Normandy in the 11th century. This piece of art depicts the Norman Conquest of England. illustrating the conquest in a way similar to a comic scene, providing an explicit view of the events preceding.

The Old French influence on English is due to the Norman Conquest and the subsequent adoption of French language, culture, and customs. This influence is evident in every single area, including architecture, literature, and art. Many words in the English language even today have origins dating back to this era. This event also laid the groundwork for the next encounters with Romance languages that have shaped the English language and culture over many centuries to come.

<u>Middle French</u>

Middle French refers to the period spanning from the 14th to the 17th centuries. This period was marked by significant social, cultural, and technological changes. Due to the language importance in medieval Europe, it became a fruitful source of words for English, with widespread use of French loanwords and phrases resulting in significant influence on the Modern English language.

The Renaissance movement began in France before spreading to the whole Europe, which had significant implications for the language development and resulted in the abundant adoption of French loanwords and phrases into the English language. The word "renaissance" itself is of French origin and was adopted into English in the 15th century. During this period, France was the centre of intellectualism taking pride in their highly sophisticated language. Many of the terms and phrases used in academic field were used by the students and eventually adopted by English speakers.

One area where Middle French was predominant was in medical terminology. France was considered the centre for medical education and research in the medieval period, with Paris home to the famous faculty of medicine. Consequently, Middle French became the language of medicine, and many of the French medical terms were adopted into English, such as "anaesthesia" and "hypertension", which are commonly used today.

New inventions in the field of medicine, developed in France, had a significant impact on the English language. In the 16th century, Ambroise Paré, a French surgeon, advanced surgical techniques, and anatomy by introducing new inventions such as tying blood vessels after amputation. These new techniques found their way into the English language through the adoption of new medical terms like "ligation", "amputation," and "inoculation" among many more.

In addition to those fields, fashion also played a critical role in the adoption of French words into the English language. During the Renaissance period, Catherine de Medici, an Italian-born wife of French King Henry II, introduced many new fashion trends into the royal court. These trends included high heels, corsets, and new hairstyles, many of which were named after individuals or geographical locations in France. For instance, the word "monaco" trousers, which gained popularity during this period, were named after a province in southern France. These new fashion trends spread across the Europe leading to new English words such as "cravat" and "suit" that we still use today.

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The influence of medicine and fashion on everyday life highlighted the importance and significance of the French language among citizens. Learning French, using its vocabulary and expressions, became a sign of higher social and intellectual status. Many people actively attempted to learn French language and literature, leading to the continuous adoption of French terms, idioms, and phrases. Countless contemporary French loanwords and phrases, such as "carte blanche" and "deja vu," are still frequently used in daily conversation today providing an example of the lasting impact of the French language on English.

Modern French

The following period spanning from the 17th to the mid-20th century is referred to as Modern French. This era continued to have a heavy effect on the English lexicon. which might be seen across many fields, though most notably in medicine, literature, fashion, and art.

The beginning of the Enlightenment movement is usually dated in 1637 when French philosopher René Descartes published his work Discourse on the Method. This way of thinking emphasized reason, science, and individual freedom. Its ideology was based on critical thinking and inquiry into the nature of the universe, humanity, and society. The foundation of raison d'être, a concept that suggests each individual has a purpose in life, is credited to French philosophers. To mention the some of the most eminent ones they included Descartes and Voltaire. Those great individuals in their field influenced England, and their ideas were taken up by many English thinkers like John Locke.

The Enlightenment principles of reason, rationalism, and religious tolerance spread by the French intellectuals, such as mentioned Voltaire as well as Montesquieu, and Jean-Jacques Rousseau, distributed the ideas that had a considerable influence on the Modern English literature. Novelists like Victor Hugo, Gustave Flaubert, and Honoré de Balzac all wrote predominantly in French, and their works enjoyed widespread audience throughout the world, including England. The works of these novelists were included in the syllabus at the universities which made French a significant part of their studies.

France was also the heart of knowledge and education, with centres in Paris and Montpellier. French was the language of science, mathematics, medicine, and philosophy. As a result, all research papers had to be published and lessons given only in French. This meant that students who intended to study the latest findings were required to study French in order to acquire knowledge.

France's position as a centre of diplomacy and international trade has favoured yet another change in the English language. Legal studies throughout Europe are highly based on French law due to its complexity and timelessness. Today, French continues to be used as the language of diplomacy, most international negotiations, and conferences. Nowadays, French is even considered the second language of the European Union.

The new inventions of Louis Pasteur and his germ theory of disease in 19th century and other French inventions in the field of medicine, had a significant impact on modern medical science. The English language continued to borrow terms like "bacteriology," "microbiology," and "vaccination" among countless other examples from French. All the medical terms usually have not changed ever since and are now part of the modern English medical lexicon.

Marie Antoinette and her court's influence on fashion in England continued to dictate trends, from powdered wigs to lavish dresses. French designs, such as haute couture, have influenced English fashion, providing a unique and elegant way of creating clothing. This influence can still be seen today through brands like Louis Vuitton, Hermès, Chanel, and Dior, among others. The French impact on fashion has contributed to a more inclusive world and has even influenced the English lexicon over the years.

France's position as the leading country in art is unquestionable. Impressionists such as Claude Monet, after whom the style was named, created incredible pieces such as "Soleil Levant." Another well-known artist was Van Gogh, who spent most of his life in Provence, inspired by the beauty of nature and landscapes. French art has made its way into every corner of the world over the course of centuries, including regions where the English language is spoken.

French nowadays

The term franglais was first coined in 1955 as a way to describe the increasing number of English borrowings in the French language over the twentieth century. This phenomenon was critiqued in the publication Parlez-vous franglais by René Etiembl in 1964, which many purists identify with to this day.

The use of Anglicisms and English hybrids is particularly common in global industries such as informatics and commerce. Often, these industries prefer to use shorter and more easily understood terms, rather than longer and more complex ones. For example, terms like "login" and "password" are often used instead of their French counterparts, "nom d'utilisateur" and "mot de passe".

The view of franglais as a threat leads to the development of many laws to protect the integrity of the French language. Such as the establishment of the APFA group in 1984 or the approval of the Toubon Act in 1994, the act which requires that all official government documents, as well as advertisements and other public communications must be written in French and encourages the use of French in all areas of public life. The mission of those two movements was to replace Anglicisms in French and purify the language and re-establish the fame the language had before.

3. Methods of the research

3.1. Hypothesis

The research question of this work is whether there are certain areas more prone to Romance languages, given the historical and social context throughout the movements in Europe. The aim is to identify those areas that are in accordance with the hypothesis and those that are not, by analysing chosen samples. Once the results are concluded, the intention is to provide a justification for the outcome by evaluating the chosen sample from a wider perspective gained through analysis.

The choice of the initial four fields is influenced by their historical context and their proximity to French culture, which has had a significant impact on their respective lexicons. The selected areas of study cover fashion, art, medicine, and academia. By examining the effects of French on these fields, discussed in previous chapters, the complexity of the connection between language and culture becomes most apparent in those four fields.

The French influence on fashion was far-reaching and long-lasting. It has played a crucial role in shaping the vocabulary of the fashion industry throughout history, with trends originating from Paris influencing Europe as a whole. French culture has inspired and influenced the fashion industry for centuries, from the royal court trends of the de Medici to the fashion of royal families. This rich history of fashion and design in France provides a fruitful ground for searching for loanwords as many terms continue to be used in the fashion industry until today on a global scale.

French terms are commonly used to describe artistic movements and styles in the world of art. In history, the Gothic style in architecture completely transformed the structure of churches and buildings at the time. As a language of aristocracy and the upper class, French was widely used in literature and poetry to such an extent that the language used was referred to as Anglo-Norman. France was also a predominant centre of art and the birthplace of impressionism, surrealism, and avant-garde, which have influenced the whole of Europe and shaped the development of art to this day.

In the medical field, French lexicon have played an instrumental role in describing medical terms and procedures. The Paris Faculty of Medicine was the centre of European medicine and home to the most renowned physicians. From the Renaissance to the 19th century, the new evolutionary treatments and methods were taught in French, which motivated the adoption of the French language in medical terminology and disciplines connected to health.

French has had a significant impact on the vocabulary of various academic disciplines. The universities of Paris and Montpellier were centres of education, and all new research papers had to be published and lectures given only in French. The most important fields of study were diplomacy and legal studies, which still form the basis of undergraduate degrees today. Philosophers and writers enriched academic discourse, particularly during the Enlightenment, when the search for raison d'être (meaning of life) was introduced.

It is also important to note that this analysis also includes two additional areas of work and communication that are not typically associated with French historical influence. These areas were included to provide a contrast with the more heavily influenced areas as they are rather new and therefore should not include as many loanwords from the languages in question.

3.2. Sources

The materials used for this research are retrieved from the student's book Advanced English 4th edition by Cambridge University Press, which is widely used worldwide to prepare learners for language evaluation tests. This guarantees that the texts have the same or at least a very similar level of complexity as the group they are intended for. Every article has been carefully selected by professionals who prepare the official and most prestigious language exams in the world, ensuring their reliability.

This book is intended for those preparing for the CAE (Cambridge Advanced English) academic diploma, which is known for its highest quality scoring system, CEFR (Common European Framework) as shown in Fig. 3, and therefore provides a high academic standard.

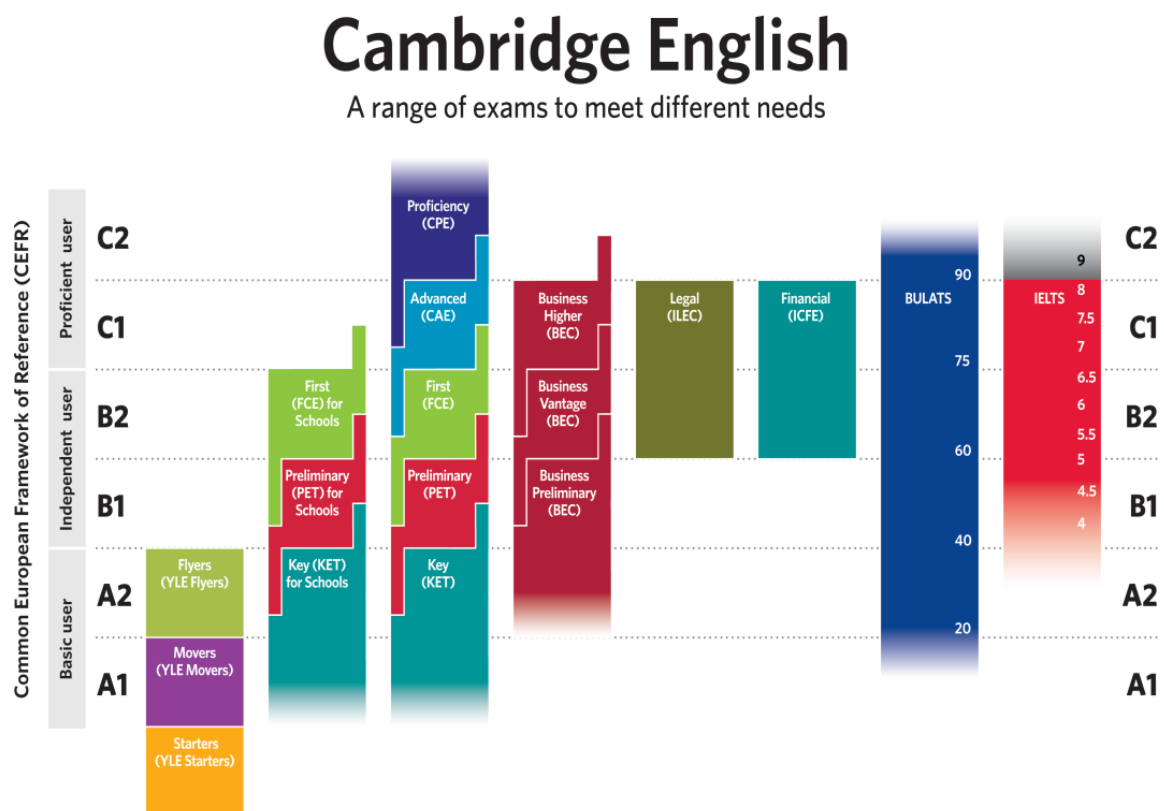Apart from very positive personal experience there are numerous objective reasons for choosing this particular book.

Fig. 3 Common European Framework

Firstly, this research is focused on academic level of English. The knowledge required by most of the universities is CAE, which means C1 or its equivalent in other tests. The texts are usually taken from the previous exams and revised whether they are really fitting the requirements for the future exam participants. This ensures that the language level difficulty is equal among the topics in the book.

Secondly, the handbook is organized by different topics, allowing the selection of the sections that match the fields of interest the best. The selection of topics was based on the information discussed in the chapter on the Influence of Romance languages in four particular areas, as well as the ones presented in the previous chapter on hypothesis.

Thirdly, the lengths of the articles are standardised which makes it easier to match the materials for the analysis. The standard length for texts in CAE ranges from 550 to 850 words. However, in the selected book, articles contain 650 to 750 words. Since the loanwords will be analysed and compared across topics, it is important to minimize any gap in length. Therefore, the ideal number of words is set to 686 with a tolerance of 2%, resulting in a goal of 672 to 700 words per topic. To achieve this, articles are either shortened at the end of a sentence or extended by adding a portion of another text from the same topic.

To avoid the potential disruptions caused by the evolution of language over time, this research focuses on extracts from a single edition. The usage of various editions could be counterproductive. Even though they are closely related to the topic, their relevance to the historical background might be hindered by the recent mass globalization of the English language. As a result, this research was conducted using articles found exclusively in the 4th edition. This approach will hopefully avoid any threats to the accuracy and reliability of the results.

The articles were evaluated for their relevance to the topic and their connection to the specific area. In other words, the selected texts should represent the area well and provide a clear example for the research question. The intention is to preserve the integrity of the samples, although this is not always possible. Shortening is done with the condition that the text retains its meaning. Lengthening is done by adding supplementary text on the same topic and then adjusting it to fit the allowed word limit for the area. All texts used in this work can be found in the appendix, along with a genuine analysis of their origin. Words in question are separated from others by thick cursive formatting.

3.3. Tools

For this analysis, the most famous online etymology dictionary called Etymonline (https://www.etymonline.com/) was used, the reason being the fact that the use of this website is really convenient and reliable which favours the research fluidity while searching for the origin of the used lexicon.

In order to embrace the initial results from the previous source there is one more tool used for the analysis to increase its accuracy. After the evaluation of various different options of the etymological dictionaries and their review the following was chosen.

The Oxford Dictionary of English Etymology is considered to be "the most comprehensive etymological dictionary of the English language ever published. It is based on the original edition of The Oxford English Dictionary, but much augmented by further research on the etymology of English and other languages." (Onions, 2006). Therefore, it is an excellent resource for this study and a reliable companion in ensuring its accuracy.

Both of the aforementioned tools are utilized simultaneously to further ensure that the results are precise in this research which is crucial for the following comparison. By taking these measures, the results of the project might be used for subsequent research of the topic, potentially leading to further discoveries.

3.4. Methodology

The selection of the topics is made in alignment with the widely-known general topics found in exams destined to the confirmation of the learner's language skills. Based on the studied literature and the historical context mentioned in the previous chapter the most inclined topics for adoption are identified. Four out of the six areas are highly connected to the historical development of English throughout the centuries as described previously whereas the other two are included in the research for the comparison with others. The topics introduced are presented in order of supposed frequency, from the lowest to the highest occurrence.

The first step in the process is to extract the text from the source and format it appropriately for the next steps. Since the book source is in electronic form, the articles must first be transcribed into Microsoft Word documents and then adjusted for ease of processing.

Once this is completed, the texts are proofread several times to correct any writing mistakes while making sure that the meaning is preserved and every single word is as it appears in the book, except for any obvious typos.

During analysis, words are processed one by one, and their etymology is studied to understand their roots and development throughout history. The tools mentioned earlier are used to recognize the potential group from which each word comes.

Words with Romance origin are marked with thick italic formatting, such as ***example***. Upon completion of the whole text, the words in question and the total number of words in the topic are counted. With these results a synoptic table is created for the simple orientation and appealing form of the presentation. The information includes the name of the topic and its number with the total number of words and the words of Romance origin searched for, with another field displaying its percentage out of the total amount.

The table overview is displayed in the form of two horizontal column graphs showing the number of words in question and the percentage from the total content. Those two graphs are then combined to demonstrate the similarity or difference of these values.

The best way to show the oscillation among the topics seems to be a circular graph with a circular subgraph. After extracting the percentage of presence of the words in each topic which is motivated by the intention to demonstrate highlighting the gap as much as possible the limits of the minimal and maximal percentage are measured and a range within which the values are compared is selected. The final result can be seen in a form of a piece of a pie then distributed by the proportion of the chosen range of comparison.

4. Results and commentary

In the course of this analysis, several obstacles had to be confronted. While they were not initially expected, they appeared during the process and had to be solved to ensure they did not negatively impact the results of this project. It was necessary to address these issues before concluding the final amounts.

The biggest issue found during the study was that many words that came from French are of Latin origin. Therefore, it was almost impossible to determine whether they were loaned from Latin directly or adopted from French in their slightly modified "vulgar Latin" form. To resolve this issue, the two categories were combined into one group named Romance words. This group refers to words that are either of Latin origin brought to England by French people or words of proper French origin.

When encountering words with Germanic roots that had been modified by Latin influence, a decision had to be made. While these words had been influenced by another language, this process was not relevant to the research, which focused on borrowing entire terms. Therefore, all words in this analysis were considered only by their roots, with the requirement that the words came entirely from the relevant language.

Another issue that had to be addressed was the compounding of words when two terms with completely different origins were merged into one. In this case, a semantic approach was followed: the word that gave the term its meaning was credited with the origin, and the term was considered to have the same origin as the word of meaning. A similar measure was adopted with abbreviations, where the original term was simply considered, without taking into account whether the new word was created before or after the loaning process.

This section introduces the results achieved by the aforementioned process. To provide a comprehensive view of the analysis, the original breakdown of the texts is attached in the Appendix chapter of this work. Some results are rather surprising, as the contents of the words are not in alignment with expectations. Table 1 clearly displays the amount and percentage of the words in question, as well as commentary on the expectations, which will be further developed in this chapter. For the research, a collection of 4154 words was gathered, out of which 1123 words are of Romance origin, roughly constituting 27%.

N	Topic	Total words	Romance words	Percentage	Expected result
1	Work environment	698	198	28,37%	No
2	Communication	695	165	23,74%	Yes
3	Academic field	674	173	25,67%	No
4	Medicine	700	168	24,00%	No
5	Art	698	206	29,51%	Yes
6	Fashion	689	213	30,91%	Yes
Total		4 154	1 123	27,03%	

Table 1 Overview of the analysis results

The most surprising result was found in the first area. Initially, the work environment was included to create a comparison with the areas that had the highest influence throughout history. The selected topic concerns the phenomenon of "team building," which is a relatively recent point of interest. Therefore, it should not be influenced by the Romance lexicon from previous language movements in the region of modern-day Europe. This provided a foundation for finding a different reason for the inclusion of so many Romance expressions.

This phenomenon appears as a concrete pattern, where terms missing in the original language are easily adopted from another language. Generally, languages with a greater capacity to express thoughts and name objects and terms are utilized in these events. In ancient times, Latin was the preliminary language with these possibilities, and French became its vulgar derivative. If there were things that could not be easily explained by words, the simplest way was to search for the terms in French, which was spoken in adjacent countries, and adopt them.

This process, named "lacuna," has already been well researched and described as "a gap in a language where no word exists that is adequate to convey a particular denotation or connotation, reference, or nuance. Lacunae exist in English for imported French cultural concepts, inventions, and institutions. If we have no indigenous term for something, we use the French one instead." (Renouf, 2020)

This information can provide a new perspective on the result and its underlying cause. The deviation from the expected outcome may have been caused by lacuna. The terms to be utilized in the article were not the most expressive or accurate in the original language and thus loaned and intertwined in its original form which came from Latin through French.

The topic of communication, which involves interpersonal exchange, is represented by an article describing the development of telecommunications called "The Immobile Phones." The results were not far from expected, and although this topic is rather recent, there was not a great indication of borrowing. In this case, an argument can be raised that the French lexicon was actually enriched by terms originated in the Germanic language. There is also no historical foundation for the borrowing process, which ultimately led to the final amount.

In this area, it can be observed that the vocabulary with Germanic origins was particularly similar to Old Norse, which forms the basis of modern Norwegian, Swedish, and Icelandic. One curiosity found in this text is the word "every," which evolved from the word "æfre" and has an obvious Germanic root, even though the adjective "very" is purely Latin, meaning truly or really. The words were then evaluated according to the context in which they appear.

The academic field has been chosen for this research due to its historical context, which should guarantee a relatively high content of French loanwords. The fact that the evolution in England led to the promotion of French as a language of education raised the overall expectations even higher. The initial conclusion was that the language once used in the area would leave a remarkable trace and would remain in a higher quantity in the English vocabulary.

Upon observing the final value after analysis, the results seem rather confusing. Given the lower occurrence of words, there must be a reason for this. Initial thoughts point to the idea that the cause is the topic selection. The academic field in this analysis is represented by the article "How to Write a Personal Statement." One might question whether this example is the best choice for analysis. While personal statements typically concern the transition between academic and professional life, they are predominantly used by university students. Therefore, this choice can be doubted as being reasonable and suitable for the research. The low word count may be also caused simply by the author's writing style in this particular article.

One pattern that emerged during the project was the difference in function between genuinely Germanic and Romance words. Words originating and preserved on the island typically served only a grammatical function and helped to facilitate expression. Generally, everyday subjects, pronouns, linking elements, and verbs were of Germanic origin and were

identical to or had undergone only slight alterations since the Old English period. Conversely, the lexicon with Latin origins often provided meaning to phrases and expressed more complex or abstract terms, which again highlights the phenomenon of lacuna.

The field of medicine was a rather unexpected revelation, even more so than the previous one. The prediction based on historical background and common knowledge suggested the opposite to what was found. Although the use of Latin language was initially favoured and now widely used among professionals in medicine and health, the results indicate that this idea needs to be reconsidered.

This article contains several technical terms and expressions, but it is published in a book aimed at conveying general knowledge to casual, non-specialized individuals. This could be the reason for the limited use of specific vocabulary. While the subject area may be health in general, in this case, it is not entirely suitable for an article describing the composition of the human body and clinical linguistics.

The penultimate topic in Art was heavily influenced by the francophone community, as expected. France has always been a womb of art and fashion, with both fields being ahead of their time. The evolution of the French language, which was once the language of aristocrats and individuals from higher social classes interested in the topic, has preserved many of the terms and expressions that we still use today.

After this brief introduction, let's focus on the topic of fashion, which undoubtedly has the biggest impact. France and Italy are by far the most dedicated countries to fashion in the world. Both of those countries have Romance languages as their base, which makes it highly probable to get the best result in fashion as happened to be in this analysis.

For the comparison of the topics among one another the two horizontal graphs comparing the amount of the words and its percentage out of the total value is used as could be observed further in this work viz Graph 1 & 2. To see the differences more clearly the following Graph 3, compares the two previous values at the same time in the form of combined double horizontal graph.

The purpose for creating those graphs is to demonstrate the results in its visual form and easily present the primer estimate and the comparison with the real results of the conducted analysis.
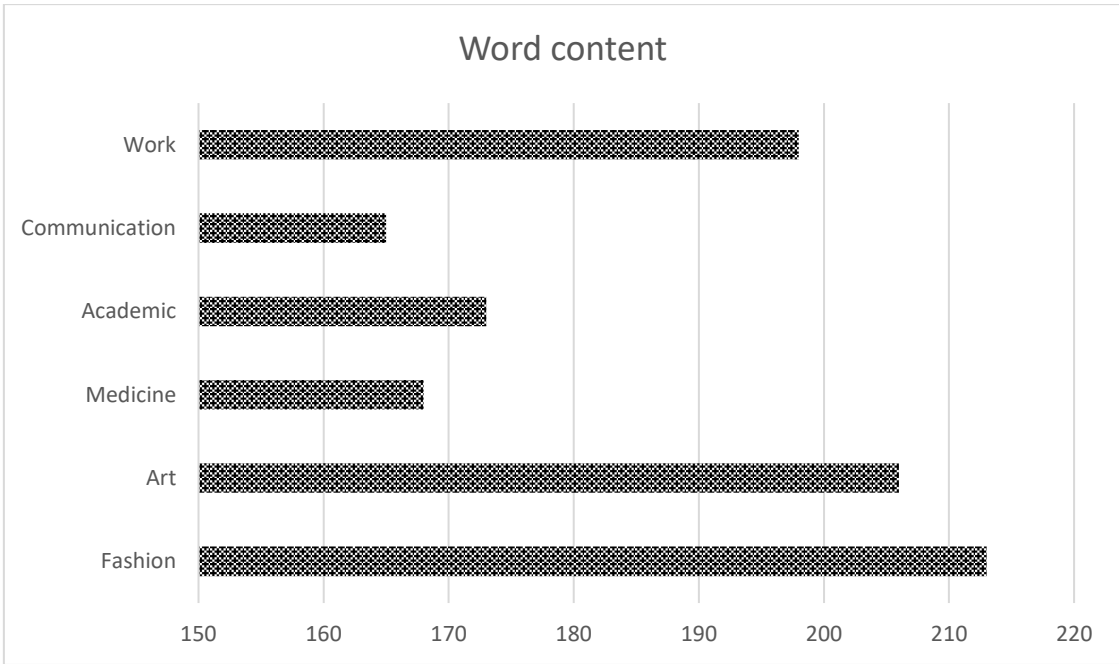
Graph 1 Romance word content per topic
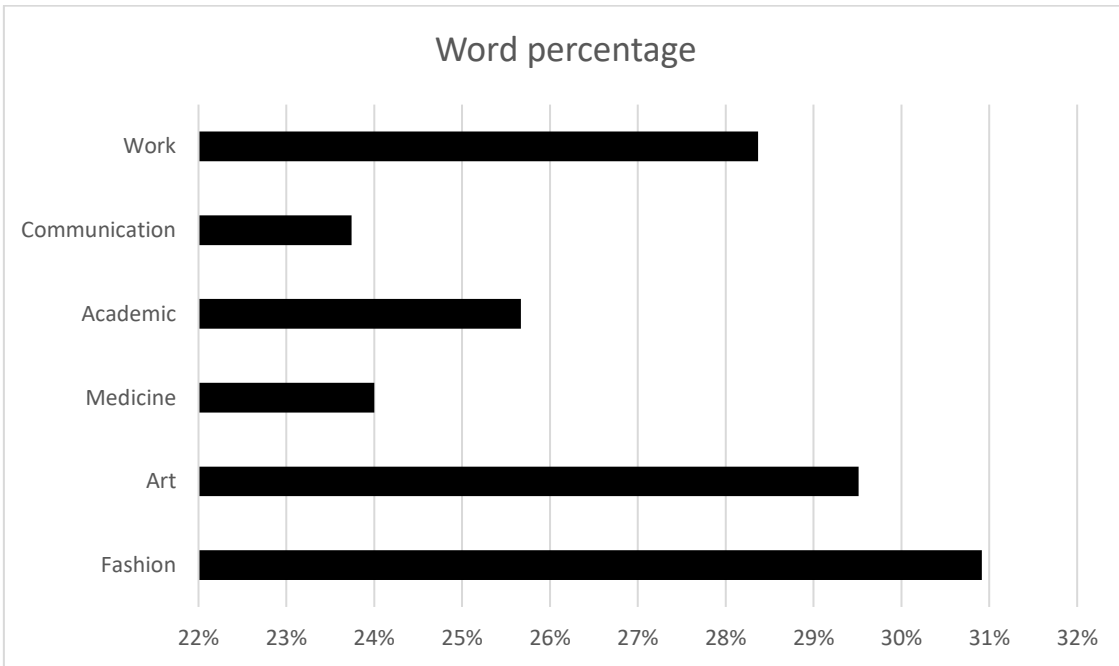
Graph 2 Romance word content percentage per topic
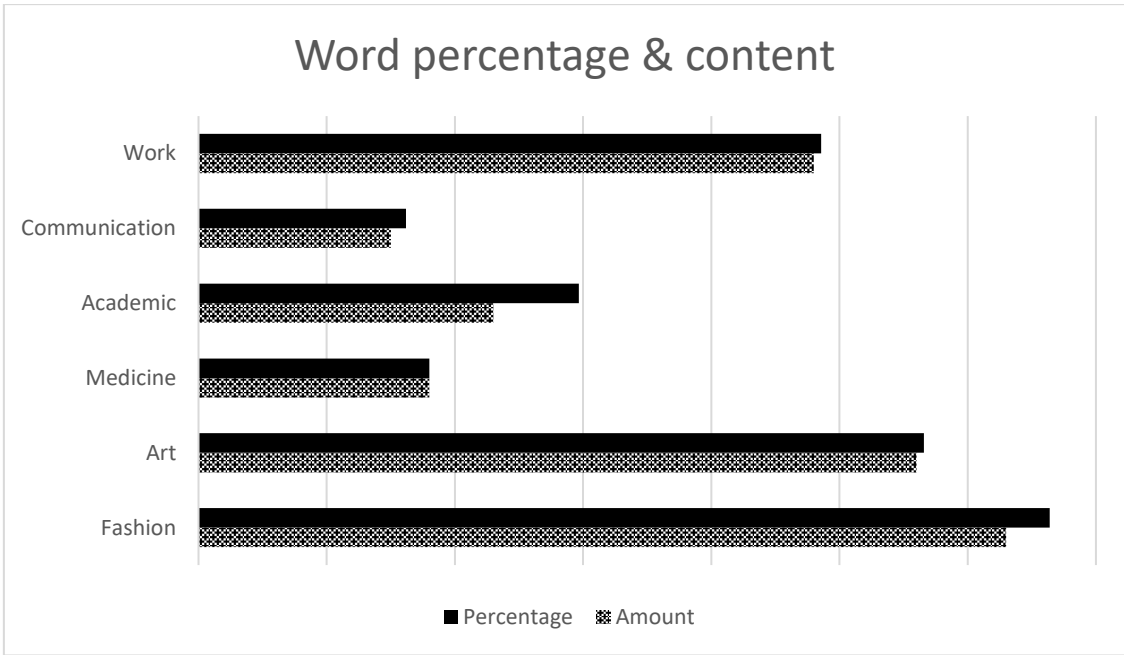
Graph 3 Romance word content percentage and amount per topic

The graphs above provide a synoptic view of the results and allow for easy comparison of the areas. To compare the values even more thoroughly, they are processed in a way that shows the gaps more clearly. One possibility is the double circular graph with a subgraph, which is the most revealing. The purpose of this measure is to show the distances between topics within the selected range, which was set to 22-32% after careful consideration and experimentation.
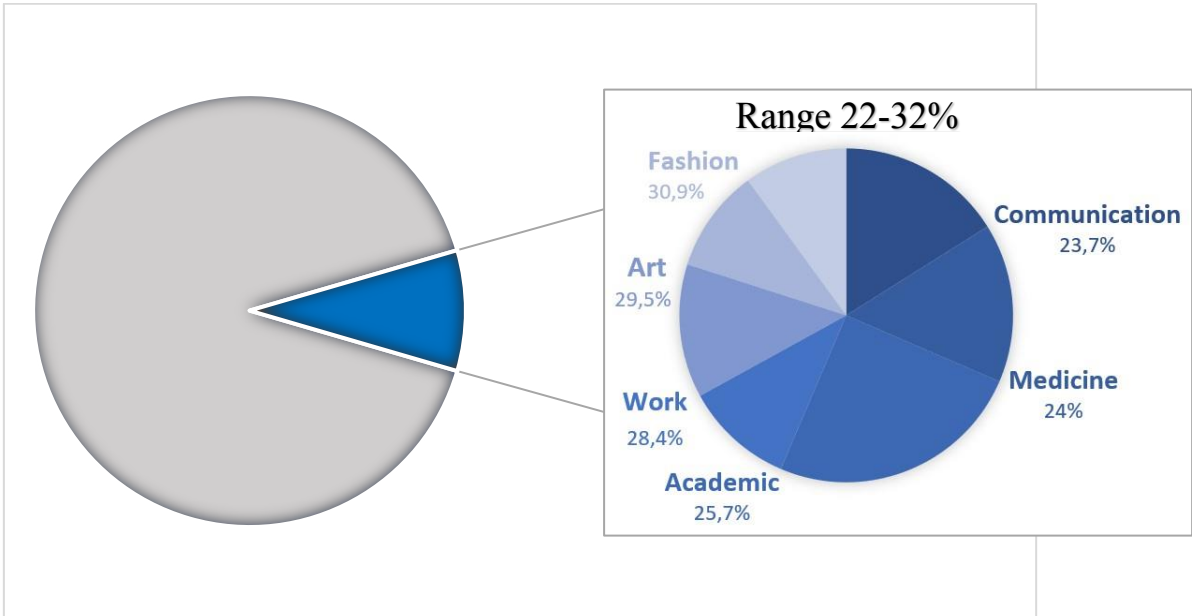
Graph 4 Graphical display of the difference among the topics

5. Conclusion

This work provides an analysis of the impact of Romance languages on the English language across various topics in the C1 sample texts, including the working environment, communication, fashion, art, medicine, and the academic field. It explores the evolutionary and historical background of English and identifies loanwords, which are words borrowed from Romance languages and incorporated into English in the area of academic testing, using as the source Objective Advanced from Cambridge University Press and tools like the Oxford Dictionary of English Etymology and Etymonline.

The study highlights the significant impact of Romance languages on the English language in the fields of fashion and art. Grounding this result on the fact that France has been the centre of both fields for many centuries. Through the evolution of the English language has adopted and preserved many of the terms and expressions. French terms are commonly used to describe artistic movements and styles in the world of art, and the analysis shows that French has played an instrumental role in describing terms in art and fashion and continues to do so even today.

On the other hand, the results of the analysis suggest that French has not had as much of an impact on the English language as expected on the fields of academia and medicine in the sample texts. The proposal of this work is that the limited use of specific vocabulary in the selected articles could be due to the book being aimed at conveying general knowledge to casual, non-specialized individuals. The results of the study in the academic field suggest that the articles included in the exam texts may be simplified and the topic is not directly linked to the researched topic, which diminished the occurrence of the loanwords in question and created the difference between the expected and real results.

The author is highly aware that a work with an extent of a bachelor's thesis could not be a considered as a solid foundation for drawing any conclusions on the content of Romance words in English due to its highly limited scope. Therefore, the intention of this work is that the following ideas might be taken as a proposition for further and more thorough research of the phenomenon which might lead to some solid results on the specific impact of the Romance language lexicon on the various topics used for students' language evaluation.

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Appendix

In the following analysed texts, the words with the Romance origin were marked with thick italic format as in this ***example***.

Work

The ***challenger***

Often seen as the 'maverick' of the team, the ***challenger*** often ***adopts*** an ***unconventional approach***. This is an ***individual*** who will look afresh at what the team is doing and why, and who will ***challenge*** the ***accepted order***. ***Because*** of this, such an ***individual*** is often ***unpopular*** with those who ***prefer*** to ***conform*** and can be ***accused*** of '***rocking*** the boat'. The ***challenger provides*** the ***unexpected*** and while many ***ideas*** may ***prove*** to be worthless, some may become 'the ***idea*** of the year'. Without a ***challenger*** the team can become ***complacent***, for it lacks the ***stimulus*** to ***review radically*** what it is doing and how it is doing it.

The ***expert***

We live in an ***age*** of ever-***increasing specialisation*** and the team may ***require several specialists*** whose ***primary role*** is to ***provide expertise*** which is not otherwise ***available*** to the team. Outside their ***area*** of ***specialisation***, these ***people*** make little ***contribution***; in meetings they ***assume*** the ***role*** of '***expert*** witness' giving a ***professional viewpoint*** which the rest of the team may need to ***evaluate*** in the light of other ***constraints*** and ***opportunities***. The ***expert*** may be an ***accountant***, ***engineer***, ***marketing advisor***, ***trainer***, ***personnel specialist***, ***corporate planner*** or any other ***specialist***, whose ***primary role*** is to ***provide*** the team with the ***expertise required***.

The ***judge***

Like the ***judge*** in the ***courtroom***, this team ***member*** listens, ***questions*** and ***ponders*** before making a ***decision***. This ***character tends*** to keep out of the ***arguments*** and does not see himself or herself as an ***advocate*** for any ***particular view*** or ***cause*** but is ***concerned*** to see that ***ideas*** are ***properly evaluated*** and that the right ***decisions*** are made. A ***judge*** will not be

rushed, *preferring* to *pay* the *price* of slow *progress* to make *sure* that the team follows the right path. Down-to-earth and *logical*, *regarded* by some as slow and *ponderous*, this *person provides* a *balance* and *check* on those who may be *carried* away by their own *enthusiasm*; like the *courtroom judge* seeking out the truth and seeing *justice* done.

The *innovator*

Here is one who *uses imagination* to the full: an *ideal person* who is always *proposing* new ways of doing things. The *innovator ensures* that new *ideas* are *evaluated*, *nurtured,* and *developed* and builds on the *original ideas* of others, *visualising opportunities* and *transforming ideas* into *practical strategies*. A fearless *capacity* to grapple with *complex problems* which *demand* new *approaches provides* the team with a *rich source* of *vision*, *ingenuity*, *imagination,* and *logic* and can usually help the team to understand the *unconventional* and the new.

The *diplomat*

The *diplomat* is the team *member* who knows the *diplomatic solution*. This *character generally* has high *influence* within the team and is a good *negotiator*, and *because* of these skills plays a *large part* in the *orientating* of the team towards *successful* outcomes. Building *alliances* within and outside the team and *trying* to *ensure* that *solutions* are *acceptable* to all, the *diplomat* can sometimes be seen as '*papering* over the cracks' in all *error* to *compromise* but is often dealing with the '*art* of the *impossible*' rather than the *ideal solution*. Ways are found through *difficult problems* and in *difficult* times this is often the *person* who leads the team through *dangerous* ground.

O'Dell, F., & Broadhead, A. (2014). *Objective advanced: Student's book with answers (4th edition)*. Cambridge University Press, p.159.

Original text source: https://www.coursehero.com/file/129780418/95740268-Team-Buildingpdf/

A *successful* young *entrepreneur*

At the *age* of *just* 13, Dominic McVey became known to the *public* when he started *importing collapsible* scooters from the US, making him a *reported* £5 *million*. Now a young *adult*, McVey is *attempting* to find other *profitable* gaps in the *market*, with *varying success*.

How did you first come up with the *idea* for *importing* the scooters?

I had been looking round the internet and was looking for a *credit-card* website, but I *spelled* it wrong, and I *accidentally* came across a website which was *manufacturing* scooters. I *really* wanted one, but I couldn't afford it and neither could my *parents*, so I *emailed* the *company* and said I think you should send me a scooter, I would sell loads over here:

They said no, but if you buy five, we will give you one free. So, as I *really* wanted one for free, I *saved* up to buy five. …

O'Dell, F., & Broadhead, A. (2014). *Objective advanced: Student's book with answers (4th edition)*. Cambridge University Press, p.46.

Original text source: http://uncommonbusiness.blogspot.com/2006/04/how-any-13-year-old-kid-can-become.html?m=0

Communication

The ***Immobile Phone***

Nowadays, it's hard for the young to ***imagine***, but many years ago, ***people used*** to 'text' on their '***mobile phones***'. ***Historians*** tell us that it was a ***very*** long ***process*** which now seems ***incredibly primitive***.

First of all, you needed to find your '***mobile phone***'. This in itself could take some time. You should ***remember*** that these were the days before ***telephones*** were ***attached*** to the wall, so the ***chances*** of losing them were ***very*** high. Once you found your ***phone***, you had to ***use*** your fingers to ***type*** a ***message*** into a tiny window. The ***messages*** often came out wrong, ***because*** everyone's fingers were bigger than the keys, and even when they came out right it was hard to work out what they meant, as it became ***traditional*** to leave out all the ***vowels*** in ***order*** to ***save*** time. You would then send, or 'snd', your ***message***, or '***msg***' to your reader.

But - and this is what seems so ***strange*** - you had ***absolutely*** no way of knowing whether the ***text*** had reached its ***destination***, or whether the ***recipient*** had read it. Only if the ***recipient*** ***texted*** back - a ***process*** which would also take time - did you know whether your ***original*** ***message*** got through. This ***process***, of ***course***, became longer and even more drawn out if any ***form*** of '***conversation***', ***texting*** to and from, was ***required***. In ***fact***, some ***people*** needed to '***text***' for such lengthy ***periods*** that they ***developed*** a ***form*** of ***repetitive strain injury***.

Then came the ***invention*** of a ***telephone*** that ***allowed people*** to speak and be spoken to. ***Suddenly***, ***conversations*** could take ***place*** between two ***people*** without any need for the ***tedious process*** of ***type***, send, ***wait***, read, ***type***, send, and so on. It goes without saying that '***texting***' soon ***turned*** into a thing of the ***past***, though today you can sometimes still see ***people*** doing it in old ***movies*** and ***period dramas***, and there is even a ***Museum*** of ***Texting*** in the town of Sutton Coldfield, in which ***performers dress*** up as old-***fashioned*** teenagers in ***period*** ***costume*** ('***jeans***', T-shirts' and '***trainers***') and '***text***' one another.

After the ***invention*** of the 'speaking' ***mobile phone***, ***people*** started to long for a ***phone*** that would be ***impossible*** to lose. Thankfully, someone came up with the bright ***idea*** of ***inventing*** a ***telephone*** with a wire linking it to the wall, so that it always ***remained*** in the same ***place***.

'The *invention* of the ***Immobile Phone*** was one of the great breakthroughs of the ***age***,' says a leading ***historian***. 'For the first time, ***people*** could speak on the ***telephone*** without worrying about losing it, or its ***battery*** running down.' Another ***veteran*** of the ***period*** recalls the ***sense*** of freedom ***people*** felt at the ***invention*** of the ***Immobile Phone***.

'You should ***remember*** that, before the ***Immobile Phone***, ***people*** felt ***chained*** to their ***mobile***. They were ***unable*** to leave their home or ***office*** without it and felt the need to ***carry*** it with them even when they were ***shopping*** or going for a walk. 'You even saw ***people*** walking ***around*** with them on their heads. The ***Immobile Phone changed*** all that, and gave the ***opportunity***, for the ***very*** first time, to ***relax*** and switch off.'

Yet, there was still room to make more ***progress***. Was it ***possible*** to come up with a way of talking to other ***people*** that did not ***involve*** talking into a ***machine***? Some of the greatest ***scientists*** of their day set their minds to coming up with a ***solution***.

And then - out of the ***blue*** - came the ***discovery*** of ***face***-to-***face conversation***. 'It was ***extraordinary***,' ***remembers*** someone who was there at the time. 'The ***human*** race was ***suddenly*** given this ***marvellous*** gift of talking to one another without needing to ***use*** a ***machine*** or a ***gadget***.

'The world ***suddenly*** seemed so fresh. We had become so ***used*** to ***texting***, and then to talking through ***mobiles***, and then to talking through ***Immobiles***, that we had no ***idea just*** how ***exciting*** it would be to talk to each other ***face***-to-***face***. And there was no ***cost involved***, no ***batteries***, no ***problem*** with ***reception*** - it was all great!' …

O'Dell, F., & Broadhead, A. (2014). *Objective advanced: Student's book with answers (4th edition)*. Cambridge University Press, pp.42-43.

Academic field

How to write a *personal statement*

To **prepare** an ***effective personal statement***, you need to know what to do, as well as be aware of what not to do. These tips are ***based*** on ***real personal statements*** that have been ***rejected*** by ***universities***.

My first tip for you might seem ***obvious***, but it is one that a ***surprising number*** of ***candidates*** ignore. Make ***sure*** that your ***statement*** is long enough to get your ***point*** across, but not so short that it makes you look careless (or worse, ***dismissive***). ***Admissions officers*** read hundreds, if not thousands, of ***applications***, so be ***sure*** that you write a ***statement*** that keeps to the word ***limits*** or ***space restrictions*** that have been set.

Don't forget to ***proof***read your ***statement very*** carefully. Most ***people*** don't ***apply*** to ***just*** one ***college***, but to ***several*** at the same time, and so they ***inevitably copy*** and ***paste*** from one ***application*** to the next. That's understandable. What is ***surprising*** is how many ***people*** forget to ***change*** key bits of ***information*** (for ***example***, the ***title*** of the ***course*** they are ***applying*** for).

It gives a ***poor impression*** if your ***statement contains spelling*** or ***grammar*** mistakes, so don't be too lazy to ***check*** your work carefully. Ask someone to look through it for you, if ***possible*** - it's always ***easier*** to ***pick*** up on someone else's mistakes. Don 't ***rely*** on your ***computer's spell-check***, as it will not ***identify*** all the ***errors*** and may ***suggest corrections*** that are ***inappropriate***.

The above tips are all technical ***matters***. The ones that follow ***relate*** more to the ***content*** of your ***personal statement*** and these are at least as ***important***. First of all, you should not, for ***example***, ***just include facts*** about yourself that we will already have read in your ***application forms***. We know what school you went to, for ***example***. What we don't know is what ***motivates*** and ***enthuses*** you or what your reasons are for choosing our ***college*** and our ***course***.

However, what you say should not be at odds with what is **contained** elsewhere in the **application**. Don't **claim** in your **statement** that you are **passionate** about learning **languages** if there is no **evidence** of your having taken any **language courses** or **passed** any **language exams** on your **application form**. It's always worth **checking** back to make sure that everything is **consistent**.

Don't **try** to make the **admissions tutor** feel sorry for you. **Resist** the **temptation** to **use** the **statement** as an **opportunity** to **complain** about how hard life has been for you, how unfair your school has been to you, how your **parents** do not understand you, how no one has ever given you a lucky break ... It may sometimes be **appropriate** to **briefly refer** to some **specific problem**. but the **focus** should be on how you overcame any **obstacles** you have met. In that way, you may **impress** by **demonstrating** your **resilience**.

It's best not to **focus** on **potential** earning **power** as being your main **motivation** for doing the **course**. Even if part of your **reason** for wanting to do a **degree** in **dentistry** or law is the **salary** you should eventually earn, **admissions tutor** as much more **impressed** by those **students** who **appear** to be **motivated** by a love of learning and an **enthusiasm** or the **academic discipline** they are **applying** to **study**.

Don't **try** to **attract** the reader's **attention** by being gimmicky. I've seen **several applications** written in verse. One **applicant submitted** her **statement** in the **form** of a short **story**. Another **based** his on an **abstract painting** he had done, **explaining** how it **represented** his life so far and his **ambitions** for the **future**.

Finally, don't fall into the trap of thinking that a good writing **style** is only **important** if you are **applying** to do an English **degree**. So, **avoid clichés** 'first things first or 'at this **moment** in time'. We don't **expect personal statements** to be works of **literature**, but there is no **doubt** that we are **impressed** when they are written in a **polished** and **succinct** way.

O'Dell, F., & Broadhead, A. (2014). *Objective advanced: Student's book with answers (4th edition)*. Cambridge University Press, pp.85-86.

Original text source: https://www.reed.co.uk/career-advice/how-to-write-a-personal-statement/

Medicine

Your **cells** are a **country** of 10,000 **trillion citizens**, each **devoted** in some **intensively specific** way to your overall well-being. There isn't a thing they don't do for you. They let you feel **pleasure** and **form** thoughts. They **enable** you to stand and stretch and **caper**. When you eat, they **extract** the **nutrients**, **distribute** the **energy**, and **carry** off the **wastes** -all those things you learned about in school biology -but they also **remember** to make you hungry in the first **place** and **reward** you with a feeling of well-being afterwards, so that you won't forget to eat again. They keep your hair growing, your ears waxed, your brain **quietly** purring. They **manage** every **corner** of your being. They will jump to your **defence** the **instant** you are threatened. They will **unhesitatingly** die for you - **billions** of them do so daily. And not once in all your years have you thanked even one of them. So let us take a **moment** now to **regard** them with the wonder and the **appreciation** they **deserve**.

Surprises at the **cellular level turn** up all the time. In **nature**, **nitric oxide** is a **formidable toxin** and a **common component** of **air pollution**. So, **scientists** were **surprised** when, in the mid-1980s, they found it being **produced** in a **curiously devoted manner** in **human cells**. Its **purpose** was at first a **mystery**, but then **scientists** began to find it all over the **place controlling** the flow of blood and the **energy level** of **cells**, **attacking cancers** and other **pathogens**, **regulating** the **sense** of smell. It also **explained** why **nitro-glycerine**, the well-known **explosive**, soothes the heart **pain** known as **angina**. (It is **converted** into **nitric oxide** in the bloodstream, **relaxing** the **muscle linings** of **vessels**, **allowing** blood to flow more freely.) In barely the **space** of a **decade**, this one **gassy substance** went from **extraneous toxin** to **ubiquitous elixir**.

Rarely does any living **cell** last more than a month or so, but there are some **notable exceptions**. Liver **cells** can **survive** for years, though the **components** within them may be renewed every few days. Brain **cells** last as long as you do. You are **issued** with a hundred **billion** or so at birth and that is all you are ever going to get. It is **estimated** that you lose five hundred of them an hour, so if you have any **serious** thinking to do, then on no **account** should you **waste** a **single moment**. The good news is that the **individual components** of your brain **cells** are **constantly** renewed so that, as with the liver **cells**, no **part** of them is **actually** likely to be more than about a month old. Indeed, it has been **suggested** that there

isn't a ***single*** bit of any of us - not so much as a ***stray molecule*** - that was ***part*** of us nine years ago. It may not feel like it, but at the ***cellular level*** we are all youngsters.

O'Dell, F., & Broadhead, A. (2014). *Objective advanced: Student's book with answers (4th edition)*. Cambridge University Press, pp.100-101.

Original text source: https://www.goodreads.com/quotes/9925289-your-cells-are-a-country-of-ten-thousand-trillion-citizens

Turning to the biological ***limitations affecting language development***, if we ***assume*** that all ***humans*** are ***able*** to speak a ***language***, a ***number*** of biological ***facts*** fall into **place**, ***suggesting*** that the ***human*** body is ***particularly adapted*** to the ***production*** of ***language***. ***Human*** teeth are ***different*** to those of other ***animals*** - being even and ***forming*** an unbroken ***barrier***, they are upright; they do not slant outwards and the top and bottom set of teeth meet. This is not ***necessary*** for eating. Yet evenly ***spaced equal sized*** teeth which ***touch*** are ***useful*** for ***producing*** the sounds /s/, /f/, /v/, /ʃ/ and /θ/ as well as ***several*** others.

Human lips have well-***developed muscles*** which are linked in a more ***complicated*** way than those of other ***primates***. The ***human*** mouth is small and can be opened and ***closed rapidly***, ***allowing*** the ***sounds*** /p/ and /b/ to be made.

The ***human*** tongue is thick, ***muscular,*** and ***mobile***. This means that the ***size*** of the mouth ***cavity*** can be ***varied***, ***allowing*** a ***range*** of ***vowel sounds*** to be made.

The ***human larynx***, also known as the ***voice*** box, is ***simpler*** in ***structure*** than that of other ***primates***; ***air*** can ***move*** freely ***past*** and then out of the mouth without being ***blocked*** by anything. …

O'Dell, F., & Broadhead, A. (2014). *Objective advanced: Student's book with answers (4th edition)*. Cambridge University Press, p.89.

Original text source: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3851292/

Art

There are *pieces* of *artwork* around the world that have become *synonymous* with the *artist's* name and *techniques.* The *paintings* of *sunflowers* and Vincent van Gogh are a *perfect example* of this. Not only can one make a *mental connection* her between the *artist's* name and *paintings* but also between the *artist* and his *tremendous contribution* to the *development* of *art*. His *sunflower paintings* have been *duplicated* many times by *various artists* (although never reaching the *emotional intensity* of van Gogh's and are *displayed* everywhere from households to *art expos*. The colours in these *paintings express emotions typically associated* with the *natural cycle* of *sunflowers* bright yellows of the full bloom to *arid* browns of wilting and death. Perhaps this *very technique* is what draws one into the *painting*; the fulfilment of seeing all angles of the *spectrum* of the *cycle* and in *turn* reaching a deeper understanding of the *transience* of all living things.

On February 19, 1888, van Gogh leaves for *Provence* in the south of *France*. He *rents* a *studio* in *Arles* and *invites* his *artist* friend *Gauguin* to *join* him. In *anticipation* of his *arrival*, van Gogh *paints* still lives of *sunflowers* to *decorate Gauguin's* room. The *flowers represent* the sun, the *dominant feature* of the summer and *doubtless* the happiness he was feeling at that time. *Inspired* by the bright colours and strong light of *Provence*, he *executes painting* after *painting* and in so doing leaves a *series* of *paintings* which in later years are seen as a *turning point* by many an *art expert*. 'I am getting an eye for this kind of *country*,' he writes to his brother Theo. Whereas in *Paris*, his works *covered* a broad *range* of *subjects* and *techniques*, the *Arles paintings* are in *approach*, *fusing* a *master 's technique* with *intensely saturated* colour.

Although van Gogh's *sunflower paintings* are *similar* in many *aspects*, each stands out as *unique* and the *series* is *considered* a milestone in the *history* of *art*. The *majority* of his *sunflowers* were *created* in *Arles*, *France* during 1888-1889. Van Gogh did *create* some *sunflower paintings prior* to this time in *Paris*. This earlier *series consists* of *sunflower* clippings or *sunflowers* in *vases*. The *sunflower paintings* as a whole *represent* the lifecycle; a seed grows, blooms, and *finally* dies. The overall layout of the *paintings* usually *remains* the same. However, *differences* can be *noted*. In one, the *centre* 'eye' of the main *flower* is filled with a greenish yellow, while in the second the *centre* is filled with black. *Similar differences* are also *apparent* in the leafy *structure*; being either yellow or more of

a light brown. It is these **subtleties** that never come **across** in the **numerous reproductions** seen on **kitchen** walls.

This **series** of **sunflower paintings** by van Gogh was made **possible** by the **innovations** in **manufactured pigments** in the 19th **century**. Without the **vibrancy** of the new colours, such as **chrome** yellow, van Gogh may never have **achieved** the high **reputation** he **enjoys** today, and many would not have been **tricked** into believing these **paintings** are truly **significant** with **regard** to the **advancement** of **modern art**. However, his **paintings** of **sunflowers** **captivate** many of his **admirers** and leave them **astounded** in their **simplistic beauty**. The flowing wilted stems and the burst of lovely yellow draws one's **attention** around the **painting**, without **disrupting** the **balance** of the **piece**. When the whole **series** of his **sunflowers** is **viewed** together, along with earlier **paintings** of dried **sunflower** heads the **imagery** becomes **obvious**; the **flowers** are a kind of shorthand for our time on earth. Each **painting** on its own **reflects** one **particular moment** in van Gogh's **difficult** life.

O'Dell, F., & Broadhead, A. (2014). *Objective advanced: Student's book with answers (4th edition)*. Cambridge University Press, p.85-86.

Original text source: https://www.allartclassic.com/author_biography.php?p_number=56

These days, with **contemporary art universally presented** as the new **rock**'n'**roll**, a **huge international survey** has shown that **people** may not know much about **art**, but they know what they like: old **pictures**. The **director** of the **National Gallery** saw no **contradiction**. 'Old **master paintings** speak **powerfully** to a **contemporary audience**,' he said yesterday.

From Melbourne to Tokyo, from Madrid to Rio de **Janeiro**, the **pattern** was the same: the **exhibitions people queued** around the **block** to see were of old **masters** or of long-dead craftsmen. …

O'Dell, F., & Broadhead, A. (2014). *Objective advanced: Student's book with answers (4th edition)*. Cambridge University Press, p.128.

Original text source: https://www.theguardian.com/culture/2001/feb/10/artsfeatures2

Fashion

New *fashions* and *styles appear* in all *societies*. First, we must understand the *difference* between *fashion* and *style* and how the *changes* in *fashion* and *style* happen for *different reasons*. The *formers* are driven by insiders to *prevent* others from *copying* the insiders' *style*. The latter are *created* by outsiders *trying* to *invent alternative styles* to the mainstream, the *style* of most *people* in a *society*. In *order* to *succeed*, a new *style* needs to *completely reject* one of the main *indicators* of the mainstream *style*. This *rejection* means that most *people* will not *accept* or choose the new *style*, and it also means that it is *rarely* driven by big business. Let us *identify* the main *factor* that shapes a *particular suggest* that *style* is the main *visible* or outward *component* of *group identity*. However, *research reveals* that it goes deeper than that. Most *studies conclude*, and it is also my *view*, that *style* is the *expression* of *certain* underlying *principles* and *viewpoints*. *People decide* to *adopt* a *style* only after careful thought. It is unlike buying a new *coat* to get a new look. Moreover, a new *style* does not *necessarily involve* showing wealth or *class*. *Turning* to *nature*, we all know that the *male peacock* bird *displays* his *beautiful* tail to *attract* a *female*. For a *male peacock*, having a long, shiny tail shows strength and *energy*. Therefore, the strongest *male peacocks* have a better *chance* of *attracting* a mate than weaker males. In *humans*, in *extreme cases*, some *people* spend an *unreasonable amount* of time *grooming* themselves and may even do without more *essential items* in *order* to be *fashionable*. *Humans differ* from *animals* in their *ability* to *deceive*. Almost as soon as a new *garment* by a top *designer appears* on the catwalk, fakes *turn* up on *market* stalls. The *original* is out of *financial* reach of the *majority*. And so, *copies* are born. Some are so true to the *original* that they may be mistaken for the *genuine article* even by *dedicated* followers of *fashion*. Those who knowingly buy fakes *rarely concern* themselves with the *reaction* of those who *purchase* the *original article*. The fake, in *fact*, *carries* with it so much of the *image* of the *original* that it becomes *attractive* in itself. Another *interesting phenomenon* is what is called '*counter-signalling*'. We can *divide society* into three 1s *groups*: high, middle, and low. The middle *group* can *easily imitate* the *fashion* of the high *group*, so the middle *group* can be *confused* with the high *group*, to the *detriment* of the high *group*. *Counter-signalling occurs* when the high *group imitates* the *fashion* of the so low *group*. However, if the middle *group imitates* the low *group*, they take the *risk* of being *confused* with lower one. A **typical example** of *counter-signalling* is wearing *jeans*. *Eventually*, wearing *jeans* became *popular* with

everyone. This ***partly explains*** why ***fashion*** goes in ***cycles***. The ***concept*** of ***changes*** in ***fashion relates*** to a much wider ***sphere*** than ***just*** clothes. It is ***evident*** in the ***evolution*** of ***language***. What once was ***considered*** slang may become an ***accepted phrase***. ***interestingly***, ***music*** plays an ***important role*** in the ***development*** of ***fashion***. It brings ***people*** together at ***festivals*** and ***people*** can see how others ***dress*** and speak. In other words, it ***provides*** a ***chance*** for ***people*** to be ***influenced*** by others. I do not ***argue*** that ***music*** alone ***creates*** a new ***fashion***. But ***music***, ***dress*** and speech all work together to spread new ***ideas*** and trends.

O'Dell, F., & Broadhead, A. (2014). *Objective advanced: Student's book with answers (4th edition)*. Cambridge University Press, p.75.

Original text source: https://www.coursehero.com/file/45672748/369746802-Fashiondocx/

Talking clothes get our ***measure.***

Can you ***imagine*** trousers that talk you into buying them? ***Customers*** in a top ***international*** clothing ***store*** may soon find their ***prospective purchases*** telling them whether they would be a good fit.

The ***system***, which can be ***applied*** to ***jackets***, skirts and almost any other ***garment***, is seen as the most ***exciting innovation*** in ***retailing*** in years. It could cut out ***hours*** spent ***trying*** on clothes that will never fit and, once ***perfected***, could mean the end of the ***changing*** room.

Any ***item*** of clothing, from a top-of-the-range suit to underwear, could be ***programmed*** to chat to its buyer, with warnings (…)

O'Dell, F., & Broadhead, A. (2014). *Objective advanced: Student's book with answers (4th edition)*. Cambridge University Press, p.70.

Shrnutí

Tato práce poskytuje komplexní analýzu dopadu románských jazyků na anglický jazyk napříč různými tématy ve vzorových textech C1, včetně pracovního prostředí, komunikace, módy, umění, medicíny a akademické oblasti. Zkoumá evoluční a historické pozadí angličtiny a identifikuje přejatá slova, neboli slova vypůjčená z románských jazyků a začleněná do angličtiny v oblasti akademického testování, přičemž jako zdroj používá Objective Advanced od Cambridge University Press a nástroje jako Oxford Dictionary of English Etymology. a Etymonline.

Studie zdůrazňuje významný vliv románských jazyků na anglický jazyk v oblasti módy a umění. Tento výsledek je založen na skutečnosti, že Francie byla po mnoho staletí centrem obou oblastí. Prostřednictvím vývoje angličtiny přijala a zachovala si mnoho termínů a výrazů. Francouzské termíny se běžně používají k popisu uměleckých hnutí a stylů ve světě umění a analýza ukazuje, že francouzština hrála klíčovou roli při popisu termínů v umění a módě a pokračuje v tom dodnes.

Na druhou stranu výsledky analýzy naznačují, že francouzština nemá takový vliv na anglický jazyk, jak se očekávalo v oblasti akademického světa a medicíny ve vzorových textech. Návrh této práce spočívá v tom, že omezené použití specifické slovní zásoby ve vybraných článcích by mohlo být způsobeno tím, že kniha je zaměřena na zprostředkování obecných znalostí nespecializovaným běžným jednotlivcům. Výsledky studie v akademické oblasti naznačují, že články obsažené v textech ke zkoušce mohou být zjednodušeny a témata nebyli přímo spojené se zkoumaným tématem, což snížilo výskyt hledaných přejatých slov a vytvořilo tak rozdíl mezi očekávanými a skutečnými výsledky.

Autor si je plně vědom toho, že práci s rozsahem bakalářské práce nelze považovat za pevný základ pro vyvozování jakýchkoli závěrů o obsahu románských slov v angličtině vzhledem k jejímu velmi omezenému rozsahu. Záměrem této práce proto je, aby následující myšlenky mohly být brány jako návrh pro další a důkladnější výzkum tohoto fenoménu, který by mohl vést ke směrodatným výsledkům o specifickém dopadu lexikonu románských jazyků na různá témata používaná v jazykovém hodnocení studentů.